

AN EVALUATION OF THE BUSINESS EDUCATION CURRICULUM AT
CULBERTSON HIGH SCHOOL AS DETERMINED BY A SURVEY OF RECENT GRADUATES

by

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A professional paper submitted to the Graduate Faculty in partial
fulfillment of the requirements for the degree

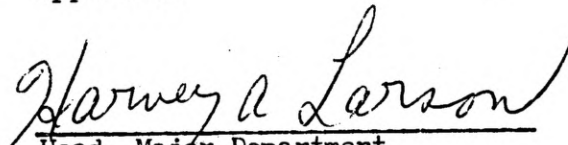
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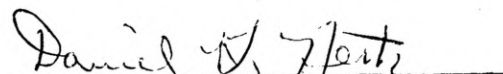
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CHAPTER I

INTRODUCTION

It has been said "The only thing that does not change is change itself" and this is particularly true in business education. Business education programs are part of the total educational program and will become an even more important part in the future. Thus, a high quality program must be developed. Both the vocational and the academic aspects of the program need to be carefully examined and possibly adjusted to better fulfill the needs of today's students. Curriculum development is the single most important element in the business education program. Coordinated efforts on the part of the instructors, school administrators and guidance counselors will be necessary to bring about the needed change. (Byrnside, 2:2)*

The findings of many surveys conducted throughout the United States have been used to make suggestions for curriculum changes in the school systems with which each study was connected. It has been proven that one of the best ways to evaluate a school program is to get the opinions of its graduates. That the opinion of the graduates

*Numbers in parentheses refer to numbered references in the bibliography; those after the colon refer to the page number.

is important was voiced by Kramer (7:26), who said:

What graduates say certainly has important implications for those who select, plan and teach courses the high school affords. The things that they know may be valuable advice to the students, who yet have a chance to learn those skills and attitudes which those who have gone before now find so important.

Subjects taught in the area of business education should be continually evaluated to insure a curriculum that is meeting the needs of the student. To the knowledge of the writer, there has never been a survey of this nature made of the graduates of Culbertson High School, and the desire to make such an evaluation was the main objective of this study.

Statement of the Problem:

The purpose of this study was to help determine whether or not the curriculum offered by the business education department of Culbertson High School was sufficiently serving the needs of the students who are enrolled in that school. With the prospect of improved instruction and a broader curriculum, this study was designed to produce a follow-up survey of the graduates of Culbertson High School and appropriate recommendations for the subsequent improvement of the program. In order to reach a conclusion and make recommendations, this study attempted to answer the following questions:

1. What are the present occupations of the graduates?
2. How many of the graduates of Culbertson High School enrolled

in a post-secondary school?

3. How many of the graduates completed a course at a post-secondary institution?
4. Which business education courses did the graduate take while they were enrolled in high school?
5. Which of the courses that they took have proven the most useful since their graduation from high school?
6. Which of the courses that they took have proven the least useful since their graduation from high school?
7. What courses would the former graduates like to see initiated at Culbertson High School?
8. What is the recommended business education curriculum for a small high school?
9. What courses are other small high schools offering in the business education area?

The need for this study was found in the fact that a follow-up study had not previously been done, and that there had been very little change in the business education curriculum for many years.

Importance of the Study:

What percentage of the Culbertson High School graduates pursue further education at a college, university, business school, trade school or vocational school? How many of those students actually complete the courses they begin following high school graduation?

How many of the high school graduates from Culbertson cannot afford further education and find it necessary to seek immediate employment? How many of those seeking employment find they are poorly prepared, unqualified, and unable to find work? These questions are some of the many that are often pondered and discussed by local teachers, administrators, and citizens.

Today many of the small high schools still adhere to the traditional curriculum whether or not it is meeting the needs of the community and the students. Any possibility which may render the business curriculum of a small high school ineffective must be investigated and needed corrections made so that the community and students profit from the courses that are offered. What is the recommended curriculum in business education for a small high school? What courses would be most useful for our students after they have graduated from a secondary school? Is our school providing the best business education program a small high school can afford to offer? Are our business instructors doing their job by presenting the offerings in an effective manner through which students may develop their abilities and interests in order that they may become a useful part of our business-oriented world? Are our counselors doing their part by considering the needs of the student, and advising them properly in regard to their future needs--regardless of whether those plans may be vocational or academic?

Who is in a more favorable position to point out strengths and weaknesses of a school curriculum than are its products? (Smith, 16:10). Follow-up studies have frequently been made to obtain information from former students regarding possible improvements in the curriculum. (Brimm, 1:260-70). A feeling for the need of an evaluation of the business education curriculum of Culbertson High School was the factor which prompted this investigation.

Procedures Followed:

Four procedures were followed in this investigation:

1. A review of literature was made to determine the aims and objectives of business education in small high schools for the 1970's and to examine the findings of similar studies.
2. A cover letter and questionnaire were designed and mailed to the seventy-five students who had graduated from Culbertson High School during the years of 1966, 1968, and 1970. The questionnaire sought the opinions and suggestions of the graduates as to the value of their high school training in the business area, and how applicable that training was to their present situation.
3. For comparison purposes, a survey was made of twenty high schools in Montana with enrollments which were comparable to Culbertson High School in an effort to find what they were offering in the field of business education.

4. As a result of those findings, certain conclusions were drawn and recommendations were made to the administration for the improvement of the business curriculum at Culbertson High School.

Limitations of the Study:

Limitations of the study included the following:

1. The review of literature was restricted to the books, dissertations, journals, and other related information available at the Montana State University Library.
2. The data came from responses of the returned questionnaires which were sent to the students who had graduated from Culbertson High School during the years of 1966, 1968, and 1970.
3. The survey of small high schools in Montana was limited to twenty selected schools with enrollments of no fewer than eighty-eight students and no more than one hundred fifty-seven students.
4. The conclusions drawn and recommendations made were restricted to use only by the Culbertson School District No. 17.

Summary:

In summary, the main purpose of this study was to evaluate the curriculum of the business education department at Culbertson High School and to determine the degree to which it met the needs of the graduates of that institution. The evaluation was completed through

the use of a questionnaire which was developed as a result of the review of literature. This questionnaire sought the opinions and suggestions of C. H. S. graduates relative to the value of their high school training in the business area, and how applicable that training was to their particular needs at the time of the study. For comparative purposes, a survey was made of twenty small high schools in Montana in an effort to determine their present course offerings in business education.

As a result of those surveys and a study of the Montana Business Education Curriculum Guidelines, certain conclusions were drawn and recommendations were made to the administration for the improvement of the business education curriculum of Culbertson High School.

CHAPTER II

REVIEW OF LITERATURE

A review of literature was undertaken to help determine the purposes of a follow-up study as well as procedures followed in conducting such a study. The review was further continued to study suggested business education curricula in the small high school for the 1970's.

The writer had originally planned to restrict the review of literature to articles and papers done during the past fifteen years in an effort to use only pertinent, current materials, but to satisfy a woman's curiosity, one exception was made. As a method of reviewing the importance of a follow-up study, the researcher decided to review an article written at the time of her birth. In this article, Lomax (4:196) stated that business leadership and school leadership will profit from any study that gives them a solution to the problems of youth. He continued to say that some of these solutions were:

1. A comprehensive analysis of the characteristics of youth and an evaluation of the influence to which they are subject.
2. The continuous study of commonly accepted goals in the care and education of American youth for the purpose of determining the adequacy of these goals--in relation to present social, economic, and political trends.
3. The investigation of agencies concerned with care and education and the eventual recommendation of procedures which seem to influence young people most effectively.

After reviewing the above piece of literature, it was concluded that the problems of youth really had not changed in the past thirty-seven years. The style of writing and the use of words have somewhat changed, and perhaps the solutions have changed.

Thirty-seven years ago our country was in a depression. There were very few jobs--regardless of your age or education. No amount of preparation could insure ease of finding a position.

In the late sixties and early seventies our country was experiencing an economic boom. There were many jobs to be obtained, but competition was quite keen, and adequate background and preparation was of prime importance.

The Future of Business Education:

What should high school business education look like in the future? The curriculum offered will probably represent the area of greatest change. The curriculum will likely be forced to place a considerable emphasis on fundamental skills and principles. In order to adjust to these situations and to satisfy student needs, high school business education will need to (1) provide more general business and fundamental business economic type classes; (2) provide programs designed to increase proficiency in communication skills and human relation principles; and (3) provide course offerings correlated with those of post-secondary institutions in order that the student may enter college as well prepared as possible. (Ragsdale, 15:16).

The need for this type of education arises from the fact that everyone, regardless of occupation or economic status, is engaged in many activities of a business nature. In this light, a general business background is a form of education that every citizen should have. (Jurist, 5:168).

Business education cannot be divorced from the problems that are certainly a part of general education and a part of vocational education. A problem that faces educators today is the false assumption that everyone is going to college, that everyone is going to high school, or that everyone is going to be employed. Although the United States leads most nations in the percentage of young people receiving some high school instruction, eight out of every ten students finish their education with less than a college degree. Only one of these eight receives any kind of occupational training in the public schools. Often those who receive training find the skills they acquired were obsolete by the time they graduated. (Madden, 10:72-3). The high school drop-out rate is increasing, the number of students going on to a four-year college is decreasing, and positions or jobs may soon be very scarce for the untrained.

Our responsibility, at this time, is to define more clearly in our own minds, the role of business education in the schools of America. Is it not our obligation to provide educational programs which develop self-confidence and strong, aggressive, civic-minded businessmen and

women. Is it not our responsibility to prepare our students to participate more effectively in the business community of which they are soon to be an integral part? (Byrnside, 2:2).

The Aims of Business Education:

In a statement from the Policies Commission for Business and Economic Education for the National Business Education Association it was stated:

Modern business methods and the complexities of our economic system demand that all schools provide a sound program of business education. Business education is concerned with two major aspects of the education of youth:

- a. The knowledge, attitudes and nonvocational skills needed by all persons to be effective in their personal economics and in their understanding of our economic system.
- b. The vocational knowledge and skills needed for initial employment and for advancement in a business career. (14)

The aims of business education in a small high school must differ from that of a city school to some degree, according to Philotoff, (13:202). Instead of requiring a comprehensive study of a particular business skill, he held that small schools should offer a wide background of knowledge. The aims of business education must be altered to meet the needs of students in these various localities, and careful consideration must be taken that the small schools do not try to copy the curriculum of successful larger schools.

The Need for Follow-up Studies in Business Education:

In one follow-up study read during the review of literature, Cherry

(4:1) stated that ninety-two percent of her respondents indicated that the third and fourth semesters of typewriting had the greatest on-the-job value. Most frequently mentioned of the business courses offered in her study (but not taken by the respondents) that would have had on-the-job value were office machines, beginning shorthand, bookkeeping, and advanced shorthand. The duties performed by fifty percent or more of the respondents on their first job were: typing envelopes, using manual and electric typewriters, typing tabulated material, handling mail and typing letters from rough draft.

Carroll (3:3) found in her follow-up study that training in skill subjects such as typewriting, shorthand, and bookkeeping was justified by the frequency with which they had been used on entry jobs. They also listed a need for training for social situations such as job applications and personal interviews. Additional training in office machines and equipment, especially the telephone, was a need expressed by former students.

In a follow-up study done in a small high school by Olson (12:4) it was found that forty-two percent of the girl respondents had done some kind of office work since graduation from high school. Most frequent types of office work performed were general office and secretarial. Typewriting and bookkeeping were selected by more than half of the graduates as the most beneficial business subjects. Business arithmetic and office machines were the subjects selected

most frequently as the business subjects that would be beneficial if offered in the business curriculum.

In another follow-up study done in a small high school by Kimmet (6:45) former students recommended the addition of courses in shorthand, business machines, personal finances, and consumer education.

The findings of the follow-up study of Culbertson High School graduates and the comparisons of business education curricula in small high schools in Montana are reported in Chapters III and IV.

CHAPTER III

BUSINESS EDUCATION CURRICULAS OF SMALL HIGH SCHOOLS IN MONTANA

Culbertson is a small rural community located on U. S. Highway No. 2 and the Missouri River in Northeastern Montana. It is situated twenty miles west of the North Dakota border and seventy miles south of the Canadian border.

The high school at Culbertson had an enrollment of 113 students during the 1971-72 school year, and there were ten instructors in the high school. Two of these ten instructors were teaching in the area of business education.

For comparison purposes, it was decided to send a letter of inquiry to small high schools in Montana which had enrollments comparable to that of Culbertson High School. Following a review of the Montana Educational Directory, it was determined that there were twenty schools which had enrollments ranging from eighty-eight students to 157 students, and these schools were contacted by mail. Of the twenty letters mailed to business education instructors, sixteen, or eighty percent, were returned. Of the sixteen high schools replying, nine had only one business instructor, and seven of the schools had two instructors.

Upon evaluation of the responses, it was apparent that there was quite a variation of course offerings in the small high schools of

Montana. The courses offered are shown in Table I and the enrollment of each individual high school is shown in Table II.

As indicated on Table I, Typewriting I, Shorthand I, and Bookkeeping I were offered by the majority of schools. Each of the sixteen schools offered Typewriting I and Bookkeeping I each year, with the exception of Bridger who only offered Bookkeeping I on alternate years. Twelve of the schools replying stated that they offered Shorthand I every year, and two schools offered it on alternate years. Only two of the high schools contacted did not offer any type of Shorthand. Fourth on the list of courses most often offered was Office Practice, which was offered annually in eight schools, and semi-annually in two high schools.

Typewriting II and Business Law were offered in only seven, or less than half of the schools surveyed. Only four of the schools offered a course in Business Mathematics. Three high schools replied that they offered General Business and Shorthand II. One high school offered a one-semester course in Economics, one offered Economics on alternate years, and one high school responded that they offered it when demanded. Lodge Grass and Nashua were the only schools to offer courses in Office Machines, one being a full-year course and one being a one-semester course. Filing and Personal Typewriting each only appeared once in the survey of business curricula.

Nashua High School was noted as having the largest variation in

TABLE I

BUSINESS EDUCATION COURSES OFFERED IN 16 SELECTED MONTANA
HIGH SCHOOLS WITH MINIMUM ENROLLMENTS OF 88 STUDENTS AND MAXIMUM
ENROLLMENTS OF 157 STUDENTS FOR THE 1971-72 SCHOOL YEAR

	Typewriting I	Typewriting II	Shorthand I	Shorthand II	Office Practice	Bookkeeping I	Economics	Business Math	Business Law	General Business	Office Machines	Filing	Personal Typing
Absarokee													
Belt					X				X				
Big Sandy									*				
Bridger						X	X		X				
Carter Co.													
CULBERTSON													
Drummond			X		X								
Garfield Co.													
Lodge Grass													
Medicine Lake													
Nashua							*		*				
Opheim													
Richey													
Stanford													
Three Forks													
Westby													
Wibaux			X										
Totals	17	7	14	3	10	17	3	4	8	4	2	1	1

*offered on demand

X--offered alternate years

(One-half square indicated one-semester course)

TABLE II

NUMBER OF STUDENTS AND NUMBER OF INSTRUCTORS IN EACH
OF THE 16 SMALL MONTANA HIGH SCHOOLS SELECTED FOR SURVEY

High School	Students Enrolled	Number of Business Instructors
Absarokee	112	1
Belt	143	1
Big Sandy	157	2
Bridger	108	1
Carter County	103	1
CULBERTSON	113	2
Drummond	105	1
Garfield County	123	2
Lodge Grass	137	1
Medicine Lake	130	2
Nashua	117	2
Opheim	106	2
Richey	91	1
Stanford	103	1
Three Forks	135	1
Westby	88	2
Wibaux	119	2

the business education courses offered. They offered seven full-year courses, one course taught for one semester only, and two courses that were offered when demand warranted the teaching. Absarokee, who has only five less students enrolled in their high school than did Nashua, offered the least number of business courses. Courses offered included Typewriting I, Shorthand I, and Bookkeeping I.

As shown in Table I, several schools used the alternating plan where courses were offered on alternate years in order to increase the curriculum offerings.

Some of the schools replying stated their plans for the next school year also. Several schools stated that their Typewriting II or Shorthand II classes included some Office Practice. Others stated that they hoped to include an Office Practice class next year, or to expand the program in that area if it had formerly been a one-semester class. Apparently the most expansion is being done in that one area at the present time.

Lodge Grass High School replied that they used Stenorettes in Typewriting II, and also taught Offset Training in Office Machines. Richey High School planned the greatest expansion in their business program of any of the schools replying. They plan to drop Shorthand I, retain Typewriting I, Bookkeeping I and one semester of Typewriting II, but also plan to add a full year of General Business, Clerical Office Practice and Business Law on alternate years, and possibly add one

semester of Retailing and Advertising.

The findings of the questionnaire sent to the graduates of Culbertson High School are given in Chapter IV.

CHAPTER IV

GRADUATES' EVALUATION OF THE CULBERTSON BUSINESS EDUCATION CURRICULUM

A total of eighty students were graduated from Culbertson High School in the classes of 1966, 1968, and 1970. Four of those graduates are now deceased, and one could not be located in Alaska. An introductory letter and questionnaire were sent to the remaining seventy-five graduates. Copies of the introductory letter and questionnaire are shown in the appendix.

The respondents included eighty percent of the population. Of those responding, thirty-seven graduates, or sixty-two percent are now married; forty-three graduates, or seventy-two percent are presently residing in Montana; and eight graduates, or thirteen percent are presently serving in some branch of the Armed Forces. These statistics are shown in Table III on page 21.

The questionnaire concerned the business courses the graduates had taken while in high school, the usefulness of the courses taken, and suggestions of courses that could possibly be offered in the future at Culbertson High School. The purpose of this survey was to evaluate the Culbertson business education curriculum by a study of the information which was gathered from the returned questionnaires.

TABLE III

ANALYSIS AND INFORMATION CONCERNING THE POPULATION OF SURVEY

	Class			Total
	1966	1968	1970	
Questionnaires Mailed	27	21	27	75
Questionnaires Returned	22	18	20	60
Presently Married	18	11	8	37/62%
Presently Residing in Montana	15	13	15	43/72%
Presently in Armed Forces	2	3	3	8/13%

The Questionnaire Results:

The questionnaires were sent to the graduates to determine the following:

1. Present occupation of graduates
2. Those attending a post-secondary school
3. Those completing a post-secondary program
4. Business courses taken while in high school
5. Business courses most useful to graduates
6. Business courses least useful to graduates
7. Business courses desired if they were to attend CHS again

The results of the questionnaire have been presented in Tables IV, V, and VI.

Occupations:

The question which asked the occupation of the student revealed that furthering one's education and keeping house for their family headed the list of present occupations. The number of students presently clerking or selling ranked third on the list of present occupations. It was interesting to note, that while we live in a rural farming community, only one graduate was presently engaged in farming and ranching.

Very little information was gained which would substantiate the offering of a vocational business education program at Culbertson High School. Only three respondents listed an occupation which could be related to vocational education: two secretaries and one ATS operator. The exact number of graduates in each occupation is given in Table IV on page 23.

TABLE IV

OCCUPATIONS OF SIXTY GRADUATES OF CULBERTSON HIGH SCHOOL, 1966-70

OCCUPATION	1966	1968	1970	Total
ATS Operator	1	-	-	1
Auto Body Repairman	-	-	1	1
Barmaid	1	-	-	1
Clerk	-	-	4	4
Cook	1	-	-	1
County Extension Agent	1	-	-	1
Farmer-Rancher	-	1	-	1
Housewife	6	6	2	14
Librarian Asst.	-	1	-	1
Medical Technician	1	-	-	1
Mill Employee	1	-	-	1
Registered Nurse	-	1	-	1
Secretary	-	-	2	2
Student	3	5	8	16
Teacher	3	-	-	3
Trucker	2	-	-	2
U. S. Air Force	1	1	-	2
U. S. Army	1	-	1	2
U. S. Marines	-	1	-	1
U. S. Navy	-	1	1	2
Veterinary Asst.	-	1	-	1
WACS	-	-	1	1

College Attendance:

One question asked whether the student had enrolled in a post-secondary school after completing his high school education, in which school he enrolled, and did he or she graduate from that institution. Of the respondents who finished high school during the three years investigated, forty-eight of the sixty students answering the questionnaire stated that they had begun some type of further education upon completion of high school. When the survey was taken in the spring of 1972 however, only twenty-one had completed their course of study, as shown in Table V. Ten were still attending a school of some type, and fifteen had discontinued their education.

TABLE V

HISTORY OF POST HIGH SCHOOL EDUCATION RECEIVED BY RESPONDENTS

	Class		
	1966	1968	1970
Number of Graduates Responding	22	18	20
Number Starting Post-secondary Study	18	13	17
Number Completing Post-secondary Education	11	8	4
Dropped Out of Post-secondary Study	6	4	6
Presently Attending School	1	1	8

It is interesting to note that of the Class of 1966, nine of the sixteen graduates responding had graduated with a baccalaureate degree from a college or university. One had also graduated from a barber school, and one from a beauty college. This group had the largest number completing post-secondary education, but they were also the group to graduate the earliest, and thus have had six years in which to complete their education.

Of the thirteen graduates of the Class of 1968 that started some course of further education, six have now graduated from a four-year institution, one is a registered nurse, and one has completed a beauty school course. Four members of the Class of 1970 have completed a course of study at a vocational school or business college. Eight members of the class are presently attending school, and six have dropped out of school, or joined the Armed Forces.

In answer to the question concerning which post-secondary school was chosen after graduation from high school, eighteen different schools were mentioned. Of the schools selected, Montana State University at Bozeman and Eastern Montana College at Billings were mentioned by nearly half of the students as their choices for post-secondary education. Fourteen of the forty-eight students going on to school, or thirty percent, chose Montana State University, while ten of the forty-eight, or twenty-one percent chose Eastern Montana College. All schools mentioned, plus the number enrolling at each specific school are shown in Table VI on page 26.

TABLE VI

TYPE OF POST HIGH SCHOOL INSTITUTION ATTENDED

SCHOOL	1966	1968	1970	Total
Billings Vo-Tech School	-	1	2	3
Bozeman Vo-Tech School	-	-	1	1
College of Coiffure Art	1	-	-	1
Concordia College	1	-	1	2
Dana College, Nebraska	-	1	-	1
Eastern Montana College	4	3	3	10
Hollywood Beauty College	-	1	-	1
Minot State College	-	-	1	-
Modern Barber College	1	-	-	1
Montana State University	4	6	4	14
National College of Business	1	-	-	1
N. D. State School of Science	-	-	1	1
Northern Montana College	3	-	1	4
Parks School of Business	-	-	2	2
Shoreline Community College, Seattle	1	-	-	1
Trinity School of Nursing, Minot	-	1	-	1
University of Montana	1	-	-	1
U. of North Dakota, Williston Center	1	-	1	2

Student Ratings of Usefulness of Courses:

Each Culbertson High School graduate polled in this investigation was asked which business education courses he had taken during his four years of high school, and was asked to rank those courses in order of their usefulness to him following his graduation. The study disclosed that Typewriting I was the most useful course taken by the graduates. Thirty-seven of the sixty students responding stated that this had been the most useful course to them since their high school graduation.

TABLE VII

COURSES RATED FIRST, SECOND, THIRD, AND FOURTH ACCORDING
TO USEFULNESS BY CULBERTSON HIGH SCHOOL GRADUATES

COURSES	RANK				
	First	Second	Third	Fourth	Total
Bookkeeping	9/15%	23/38%	23/38%	5/ 9%	60
Business Law	8/15%	16/31%	11/21%	17/33%	52
General Business	4/ 8%	8/17%	23/48%	13/27%	48
Typewriting I	37/65%	5/9%	5/ 9%	10/17%	57

Twenty-four of the students ranked Bookkeeping as the second most important or useful subject, and twenty-three ranked General Business as the third most useful. Not all students had enrolled in all four business education courses while they were in high school, thus the variation in totals. One may also assume at this point, that there were more students enrolled in Typewriting I than in any other course, and that could be the reason that it was ranked first by so many. Only one of the respondents replied that she had never taken Typewriting I. However, she noted on the comment section of her questionnaire that she regrets the lack of typing now, and suggests that it be made a requirement for graduation in the future. The complete ranking of the four basic courses is presented in Tables VII and VIII.

TABLE VIII

RATING ACCORDING TO USEFULNESS OF THE BUSINESS EDUCATION COURSES
TAKEN BY CULBERTSON HIGH SCHOOL GRADUATES OF 1966, 1968, and 1970

	First	Second	Third	Fourth
General Business:				
Class of 1966	3	3	7	4
Class of 1968	0	4	6	6
Class of 1970	<u>1</u>	<u>2</u>	<u>10</u>	<u>3</u>
Totals	4	8	23	13
Typewriting I:				
Class of 1966	14	1	2	5
Class of 1968	11	2	2	3
Class of 1970	<u>13</u>	<u>2</u>	<u>1</u>	<u>2</u>
Totals	37	5	5	10
Bookkeeping:				
Class of 1966	3	11	4	1
Class of 1968	4	5	5	2
Class of 1970	<u>2</u>	<u>8</u>	<u>3</u>	<u>2</u>
Totals	9	23	12	5
Business Law:				
Class of 1966	2	6	26	6
Class of 1968	3	6	3	4
Class of 1970	<u>3</u>	<u>4</u>	<u>2</u>	<u>7</u>
Totals	8	16	11	17

Desired Courses:

Culbertson High School graduates were asked which business courses from a given list they would like to take, if the courses were offered and if they were to attend high school again. The results are summarized in Table IX.

TABLE IX

DESIRED BUSINESS EDUCATION COURSES AS INDICATED BY CULBERTSON
HIGH SCHOOL GRADUATES OF 1966, 1968, AND 1970

DESIRED COURSES	1966	1968	1970	Total
Business English	5	7	6	18
Business Mathematics	6	5	10	21
Dictaphone Transcription	1	-	-	1
Introduction to Data Processing	1	-	-	1
Office Machines	12	12	14	38
Salesmanship	6	7	10	23
Shorthand	14	9	9	32
Typewriting II	11	13	14	38

Courses in Office Machines and Typewriting II ranked first in the list of desired courses with thirty-eight checks for each course. These courses were followed with thirty-two votes for the addition of a course in Shorthand. Twenty-three graduates stated an interest in a course in Salesmanship, while Business Mathematics and Business English received twenty-one and eighteen checks, respectively. Also mentioned as possible additional subjects at Culbertson High School were courses in Dictaphone Transcription and an Introductory Data Processing class.

Representative Comments:

About one-fourth of the respondents made comments concerning the improvement of the business education curriculum at Culbertson High School. The most helpful and original are presented here:

" . . . the organization of a DECA Club at CHS would prove exciting and helpful to any student interested in gaining practical experience in the business world."

" . . . from the standpoint of a Math teacher, I'd like to see Montana institute an Office Machines class in conjunction with the Math Departments."

" . . . having applied for many jobs, I would say typing and shorthand are the most necessary, especially for girls who will not go on to college. I was turned away from many jobs because my shorthand was limited, so I feel it is very important to include this course."

"Shorthand should be offered in high school. When I took it at college, only three in the class had no background, and it was very difficult to keep up with the others."

". . . program should offer more courses for girls who do not plan to attend a four-year school, but who would benefit from secretarial training. Business English and Business Math would also be good for all students."

"I use my typing extensively--the rest was a waste. The average college student isn't necessarily interested in the business option. I have found my high school typing has also been a great help in securing part-time work, and I would have appreciated advanced courses in typing and anything in shorthand."

"At the time I graduated, business courses were open more for the freshmen and sophomores. I believe this is wrong, and the older students should be encouraged to take these courses since so many go directly from high school to business college or jobs in business."

"I didn't take typing in high school, and I wish now that it had been a required subject."

". . . you ought to have Shorthand. I found that it is really important to be able to take Shorthand to get a good paying job."

". . . if a student is attending a college where he will be taking notes, Shorthand would be a very useful course."

" . . . my background in business education which I received from CHS has appeared thus far to be very adequate."

The summary, conclusions, and recommendations of this study are given in Chapter V.

CHAPTER V

SUMMARY

This investigation was a follow-up of the graduates of Culbertson High School for the years of 1966, 1968, and 1970. The purpose was to evaluate the effectiveness of the business education curriculum presently being offered. A questionnaire was used to obtain the opinions of former students, and from the data collected from these students, an effort was made to evaluate the effectiveness of the present curriculum.

REVIEW OF LITERATURE

A review of literature revealed that most follow-up studies were planned to determine the effectiveness of a school curriculum to the graduates of that school.

General methods used in the follow-up studies included (1) planning and construction of the instrument; (2) collection of data; (3) tabulating the data; (4) making the interpretation and writing the report, and (5) using the results.

SUMMARY OF FINDINGS

The respondents included eighty percent of the population. Sixty-two percent of the respondents were married, and seventy-two percent presently reside in Montana. Thirteen percent are presently serving

in some branch of the Armed Forces.

The majority of the respondents were either presently engaged in making a home for their family or continuing their education. Sixteen graduates, or twenty-six percent were students at the present time, and thirteen, or twenty percent mentioned that their present occupation was that of being a housewife.

Only three of the sixty graduates responding stated that they were working in an area related to office education.

Eighty percent of the graduates responding stated that they had enrolled in a post-secondary school following their graduation from high school, but less than half of the eighty percent remained in school to complete a post-secondary course.

Typewriting I was ranked as the most useful course the former students had taken while in high school. Bookkeeping was ranked as the second course most useful.

A desire for the addition of courses in Shorthand and Office Machines was expressed by many graduates.

CONCLUSIONS

The conclusions drawn from this study were based upon the literature reviewed, the curriculum comparisons of other small high schools, and the questionnaire findings. The conclusions are:

1. The Culbertson High School business education curriculum, as

compared to recommended business curriculas, is not broad enough and should include additional courses.

2. The Culbertson High School business education curriculum does not compare, in general, to the business education curricula of schools with comparable enrollments, as far as course content is concerned.

3. According to the desires of the former students, if they were to attend high school again, Culbertson High School does not meet the needs of the majority of students in the area of business.

4. From the needs expressed and the importance of the courses, it was concluded that more emphasis should be placed in the business education department.

5. If less than one percent of the respondents are presently employed in an occupation related to their office education training, their high school business training has not been adequate.

RECOMMENDATIONS

The author feels that the following recommendations should be made to the school administration and/or school board:

1. The business education curriculum of Culbertson High School should be broadened to include more business courses. The curriculum recommended includes:

Typewriting I	two semesters
Bookkeeping	two semesters
General Business	two semesters
Business Law	two semesters
Shorthand I	two semesters
Office Machines	one semester
Filing Practices	one semester

2. I don't think any of our present courses should be dropped, but that the addition of Shorthand and Office Machines should be made. If possible, an additional course in Filing could be included. Possibly, Office Machines and Filing could be offered alternately with the inclusion of Business Mathematics.

3. Although none of the small high schools contacted offered a Cooperative Office Education program at this time, it is a current trend in larger schools, and the feasibility of such a program in a small school should be considered.

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APPENDIX

CULBERTSON PUBLIC SCHOOL

DISTRICT 17, ROOSEVELT COUNTY

CULBERTSON, MONTANA

GARY F. MARTIN, SUPT.
B. L. IVERSON, CLERK

DOROTHY ANDERSON,
SEC.
GERALD SOWDEN,
ELEM. PRIN.

May 1, 1972

Dear Graduate of CHS:

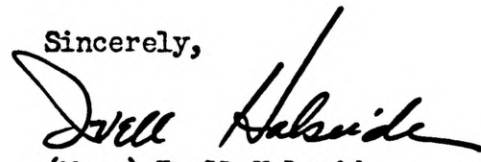
How would you like to be of help to your high school?

We feel that a high school's main purpose is to meet the needs of its students. You are the best judge of that, so won't you please take a few minutes to fill in the enclosed questionnaire concerning the effectiveness of the Business Education Department at Culbertson High School. By this, I mean to find out which courses in the business program are the most useful to the graduates. The results of this questionnaire will help to determine which courses should be offered, and whether there should be any changes within the courses in order that they would be more effective to the graduates in their future work.

Let your answers reflect your true feelings in order that this study will have meaning. All answers will be kept confidential, and names will not be used. It is important that everyone returns the questionnaire quickly for the best possible results. A stamped self-addressed envelope is enclosed for your convenience.

Best wishes and thanks for your help.

Sincerely,


(Mrs.) Ivell Halseide

Enc.

Name _____ Year Graduated _____

Marital Status: Single _____ Married _____ Divorced _____ Widowed _____

Present Occupation: _____

Are you presently or have you attended a college or trade school? _____

If so, what school did you/do you attend? _____

If you attended a post-secondary school, did you graduate? _____

If you did not graduate, how long did you attend? _____

Below is a list of business courses offered at Culbertson High School. In the space before each course title, would you please rank the courses in the order of usefulness to you after you graduated from high school. (The course most useful to you would be numbered "1".)

_____ General Business	_____ Bookkeeping I
_____ Typewriting I	_____ Business Law

Check which of the following courses you would like to take, if the courses were offered, and if you were in high school again:

_____ Bookkeeping	_____ General Business	_____ Shorthand I
_____ Business English	_____ Office Machines/Filing	_____ Shorthand II
_____ Business Math	_____ Record Keeping	_____ Typewriting I
_____ Business Law	_____ Salesmanship	_____ Typewriting II

Others _____

Please list any additional comments regarding the business education program at Culbertson High School below or on the back of this sheet.
Thank you!

CULBERTSON PUBLIC SCHOOL

DISTRICT 17, ROOSEVELT COUNTY

CULBERTSON, MONTANA

GARY F. MARTIN, SUPT.
B. L. IVERSON, CLERK

DOROTHY ANDERSON,
SEC.
GERALD SOWDEN,
ELEM. PRIN.

May 15, 1972

Dear Instructor:

The Business Education Department of Culbertson High School is interested in comparing the business education curriculum offered by our high school with curriculas being offered in high schools with comparable enrollments.

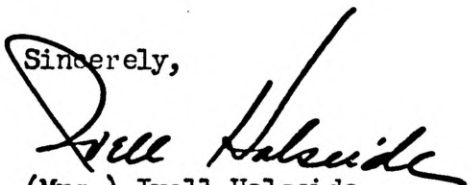
It would be very much appreciated if you would list in the following spaces the business education courses your school presently offers. A stamped self-addressed envelope is enclosed for your convenience in returning this form.

Courses:

Semester or Full-year:

Thank you for your assistance.

Sincerely,


(Mrs.) Ivell Halseide

Enc.

CULBERTSON PUBLIC SCHOOL

DISTRICT 17, ROOSEVELT COUNTY

CULBERTSON, MONTANA

GARY F. MARTIN, SUPT.
B. L. IVERSON, CLERK

DOROTHY ANDERSON,
SEC.
GERALD SOWDEN,
ELEM. PRIN.

May 16, 1972

Dear Graduate of CHS:

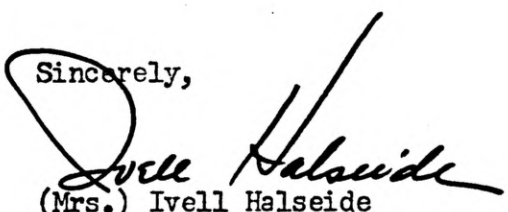
Approximately two weeks ago I mailed you a letter and questionnaire concerning the Business Education Department at Culbertson High School.

As yet I have not received your completed questionnaire, and it is very important that we have a high percentage of returns in order to make a valid survey.

I am enclosing another copy of the questionnaire, and urge you to complete it and return it to me as soon as possible.

Again I thank you for your assistance.

Sincerely,


(Mrs.) Ivell Halseide

Enc.